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Surveying literature relevant to the junior college and the public junior colleges in Texas (by questionnaire), the author found that, concerning placement and followup programs: (1) most work is being done on or for students who transfer to a 4-year college; (2) some work is being done on or for those who join the work force immediately after graduation; and (3) almost nothing is being done on or for students who drop out of junior college. He notes that, as the community college assumes the expanded role of producing vocationally and technically trained graduates and providing continuing or adult education, it must provide auxiliary services to these groups of students as well. For these students, there is a market shortage of placement and followup services, and the author recommends that the junior college re-evaluate not only its placement and followup programs, but also its total program to see if its objectives are appropriate and are being accomplished. (MC)

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PLACEMENT AND FOLLOW-UP PROGRAMS IN THE PUBLIC JUNIOR COLLEGES OF TEXAS

by

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PLACEMENT AND FOLLOW-UP PROGRAMS IN THE PUBLIC JUNIOR COLLEGES OF TEXAS

INTRODUCTION

This report is the second in a series of three on placement and follow-up programs in the public junior colleges of Texas. The first report deals with the problem of why the student does not return for his sophomore year of college work. The second part of the report deals with what the public junior colleges of Texas are doing in their placement and follow-up programs. The third part of the project deals with a follow-up study of the students finishing two years of junior college. Each part of the project is divided into two areas. The first is the survey of the literature in the given area and the second is a summary of the results of a questionnaire sent in regard to the specific area in regard to Clarendon College.

This report is concerned with a survey of the literature to determine what junior colleges are doing in their placement and follow-up programs. The second part of this report is concerned with a survey of the public junior colleges of Texas to determine what they are doing in their placement and follow-up programs.

SURVEY OF THE LITERATURE

INTRODUCTION

The first part of this report is concerned with a survey of the literature to determine what is being done in placement and follow-up programs. In order to describe the placement and follow-up programs, we must first define the community college. To do this we can describe the type of programs offered by these institutions. Mohs describes the programs as follows:[1]

> "1. University-parallel programs for students who expect to transfer to a four-year institution;
> 2. Business, technical, and trade programs for students who expect to complete their education with one or two years of college work.
> 3. Remedial programs for students who enter colleges with deficiencies;
> 4. Student personnel programs to help students make appropriate educational and vocational plans.
> 5. Community service programs (lectures and forums) ministering to the cultural and intellectual life of the community; and
> 6. Adult programs providing an extension of the regular day programs into the evening hours, offering opportunities for continuing education."

In most community colleges, the placement and follow-up programs are placed in the organization under student personnel services. In discussing the centrality and definitions of the student personnel program, Collins, defines twenty-one functions. One of these was placement. He

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[1] Milton C. Mohs, Service Through Placement in the Junior College (Washington, D. C.: American Association of Junior Colleges, 1962), p. 2.

found in a study of 74 small and 49 large colleges, that implementation function in placement was 58% and 86% respectively and the responsibility of specialized personnel was 68% and 88% respectively.[2] The adequacy of the student personnel program in placement in the junior college was found to be approximately: 8% excellent, 22% good, 13% medicore and 55% poor or very poor.[3] McDaniel found that one of the essential practices in student personnel work was that of helping students select and transfer to the next destination. He noted that the job to be done was to make movement from the college, whether to further college, to employment, or to homemaking a matter of choice and plan.[4] Another essential practice set forth by McDaniel was that of institutional research on student characteristics. He noted that the job to be done was to utilize information about students, their characteristics and achievement before, during, and after college.[5]

PLACEMENT

Mohs outlines the placement function as:

"1. Job solicitation.
2. Student applicant recruitment and registration.
3. Applicant interviewing and referral.
4. The accumulation of records, recommendations.
5. Vocational counseling of applicants.
6. Interpretation of the college program to employers.
7. Scheduling student-recruiter interviews.
8. Record keeping of applicants, referrals and placements.

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[2]Charles C. Collins, Junior College Student Personnel Programs, What They Are and What They Should Be (Washington, D. C.: American Association of Junior Colleges, 1967). p. 20.

[3]Ibid., p. 21.

[4]J. W. McDaniel, Essential Student Personnel Practices for Junior Colleges (Washington, D. C.: American Association of Junior Colleges, 1962), pp. 34-35.

[5]Ibid., pp. 42-3.

9. Evaluation of the college program in meeting community needs.
10. Reports and studies of working students and full-time placements."[5]

O'Connor indicates that the community college would be in more favorable atmosphere for placement services than would other institutions of a similar type. The reason being the close proxcimity of the student to the college. The follow-up of the placement program would be more feasible.[6]

The question arises, why all the concern in placement at the community college level. Gleazer has the answer. Only three enrolled in the community college will transfer to a four year institution.[7] This means 2/3 of those enrolled are potential employees. With this large percentage that do not further their education, some type of help must be provided in placement. The main reason for education is opportunity of employment. It is therefore logical that meeting this need would be part of the community college's total program. Thornton places the importance of the placement program when he states:

> "An active placement office is an important adjunct to the student personnel service in a community junior college. Since most of the students work while attending college, they will appreciate help in finding suitable employment. It is not too much to say that a placement office may, for some young people, be the one agency that makes existing higher education truly available to them; it can enable them to find work to earn the money they need to stay in college."[8]

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[5]Mohs, Service Through Placement, p. 4.

[6]Thomas J. O'Connor, Follow-Up Studies in Junior Colleges (Washington, D. C.: American Association of Junior Colleges, 1965), p. 22.

[7]Edmund J. Gleazer, Jr., This is the Community College (Boston: Houghton Mifflin Company, 1968), p. 66.

[8]James W. Thornton, Jr., The Community Junior College, (2nd Ed., New York: John Wiley & Sons, 1966), p. 265.

Medsker reports in his study of 76 junior colleges that 90% had had placement of students as part of the student personnel program in junior colleges with more than 1000 students, 70% had specialized officers designated for the service.[9]

Eckberg sums the findings of his survey of 151 junior colleges with enrollments between 1000 and 10,000 students as follows:

> "1. 90 per cent report that their college placement facility is being supported, staffed, and financed with institutional funds. The remaining 10 per cent are staffed, financed, and supported primarily by the state employment services affiliated with the United States Employment Service.
> 2. 83 per cent operate their placement program under a centralized operation with a single administrator in command. Of the remaining 17 colleges, 12 have a decentralized set-up with several persons handling placement under the coordination of one individual. Five of the colleges have two or more persons responsible for their placement program--without any centralized authority.
> 3. 51 per cent of the respondents list the dean of students as the person to whom the chief placement official reports, 18 per cent report to the president of the college, and 8 per cent to both the academic dean and the counseling and guidance dean of the college.
> 4. A slim 53 per cent spend more than half of their time on placement duties, 40 respondents spend 76-100 per cent, 13 spend 51-75 per cent, 25 spend 26-50 per cent, and 22 spend 25 per cent or less time. Among the 40 who devote full time to placement, 27 (67.5 per cent) are located in the West, and 10 (25 per cent) are in the New England-Middle Atlantic. California colleges account for 23 of the 27 colleges in the West, and New York accounts for 4 of the 10 in their region.
> 5. 75 per cent of the placement directors hold advanced degrees; 63 per cent of these have a master's degree.

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[9] Leland L. Medsker, The Junior College, Progress and Prospect (New York: McGraw-Hill Book Co., Inc., 1960), p.

6. Career guidance and vocational planning assistance are services provided by less than half of the 100 colleges with full time placement. 28 percent report that such services are considered of minor importance. The obvious lack of placement research or graduate follow-up is apparent on many two-year campuses. In 16 per cent of the colleges, little or no follow-up is attempted.
7. 97 per cent of the 136 respondents firmly believe that junior college placement will become increasingly important. Many cited the growing pressures from students, faculty members, and employers. The numerical count on this particular question reflects overwhelming support of the belief that junior colleges are keyed to satisfying local community needs and that the pressure for improved placement service will come from outside the campus.
8. The majority of respondents were inclined to favor the establishment of regional placement associations patterned after existing organizations of four-year institutions.
9. In summation, the most frequently mentioned problems were encountered in establishing effective placement services were: lack of budget; lack of staff and facilities; lack of sufficient know-how; lack of support from faculty, community, employment and top administration. A number of respondents felt that their administration did not really accept the position of the American Association of Junior Colleges, that placement should be considered an integral part of the educational process. Observants felt that the lack of information about students, graduates, and alumni was a major factor in preventing adva cement of improved placement and overcoming opposition. Research of follow-up studies was also felt to be a strong factor in accounting for lack of understanding and support from employers and members of the local community. Still some felt that "no real problems existed, the situation couldn't be better."[10]

FOLLOW-UP

The success of the follow-up program is in comparing the finished product with expected results of the program. Meyer and Hannelly state that follow-up studies should include the following:

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[10]Arthur R. Eckberg, "Placement in the Junior and Community College," College Placement Journal, XXVII, (February-March, 1967), 103-6.

"1. Students who transfer to senior colleges,
2. Students who go directly into full-time employment, and
3. Student participation in the various nonvocational roles such as home-life and citizenship."[11]

O'Connor in his discussion of follow-up studies finds that the total program must:

"1. Clarify what the college is attempting to do;
2. Identify the important tasks among its many activities; and
3. Evaluate the effectiveness of its programs and efforts."[12]

He goes on to say that the follow-up study on transfer students should be concerned with:

"1. Determining the colleges to which students transferred
2. Ascertaining major fields of study of transferring students
3. Observing changes in the student after transfer
4. Discovering admission problems and problems of acceptability of junior college courses
5. Comparing the students' performance at the four-year college and the junior college
6. Obtaining the students' opinion of the quality of preparation provided in the junior college
7. Ascertaining areas of strength and weaknesses in the junior college program
8. Verifying correlation of subject matter taught at the junior college with that of the four-year college
9. Observing at what period of junior college education most students transfer, and the relationship of the period of attendance at the junior college to success in the senior college."[13]

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[11] A. M. Meyer and Robert J. Hannelly, "The Student Personnel Program," The Public Junior College, Fifty-fifth Yearbook of the National Society for the Study of Education, Part I (Chicago: The University of Chicago Press, 1956), pp. 208-9.

[12] O'Connor, Follow-up Studies, p. 10.

[13] Ibid., p. 30.

The success of the junior college students after transfer to the four year institution has long been regarded as an important standard for judging the junior college. Many senior colleges have records concerning the transfer student.[14] Some of the questions that junior colleges want to know about their transfers are:

"1. Did he qualify for admission?
2. Did he enter?
3. What advanced standing was allowed?
4. Is he now enrolled in good standing? disqualified?
5. Units attempted in his first semester?
6. Grade points acheived in his first semester?
7. Grade point average?"[15]

It is found that follow-up studies of those that do not transfer and usually go into employment are not as numerous as those of transfer studies.[16] Some of the reasons for the difficulty in the follow-up of vocational-technical students are:

"1. Technical-occupational students quickly disperse; they are difficult to find.
2. Because of the dispersion of students, greater reliance must be put on the questionnaire as a source of information; interviews are difficult and time-consuming excepy in certain employment concentrations.
3. Not all students who become employed after they lrsve juniot college were enrolled in technical-occupational curriculums in the junior college.
4. Caution must be exercised to separate the drip-outs from the occupationally prepared students.
5. Standards of acceptable employment performance vary widely in business and industry.
6. Response from occupationa students especially when the questionnaire is the only means to reach them is frequently low."[17]

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[14]James W. Reynolds, The Junior College (New York: The Center for Applied Research in Education, Inc. 1965), p. 68.

[15]Thornton, The Community Junior College, p. 266.

[16]Reynolds, Community Junior College, p. 68.

[17]O'Connor, Follow-up Studies, p.38.

Thornton lists some of the questions appropriate in the follow-up of those students who have gone into employment as:

> "1. How was contact made--employer request to placement office, student initiative, other?
> 2. Stating wage, compared to usual beginning wage?
> 3. Advancement during employment?
> 4. Employer ratings of skills, personality, training?
> 5. Reasons for separation, if applicable?
> 6. Employer suggestions for improved training programs?"[18]

One of the most valuable ways of determining deficiencies in the total junior college program would be the follow-up of drop-out students. It is found that this is the area least studied.[19] A major factor of drop-outs is apathy toward study and low class attendance.[20] Another factor is the positive relationship between student attitude and achievement.[21] Factors in recent research show that there is a relationship between drop-outs and the following attitudes:

> "1. Motivation
> 2. Collegiate culture
> 3. Levels of aspiration
> 4. Family relationships
> 5. Socioeconomic status"[22]

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[18]Thornton, Community Junior College, p. 267.

[19]Reynolds, Junior College, p. 68.

[20]Paul L. Dressel, "The Student Personnel Program", The Public Junior College, Fifty-fifth Yearbook of the National Society for the Study of Education, Part I (Chicago: The University of Chicago Press, 1956), p. 55.

[21]Medsker, Junior College, p. 102

[22]O'Connor, Follow-up Studies, p. 46.

CONCLUSION

In the literature, it was found that most of the placement work was done in coordination with the senior colleges to which the students transfered. But, since only one-third in the junior college actually go on to the senior college, it appears that there are many students that do not get the help they need. Most of those in the vocational or technical programs are helped in obtaining initial jobs. In the follow-up studies, it was found that most of the work is done in the follow-up of transfer students. Some work is done with those students placed in jobs. The main reason for less work is based largely on the dispersion of the students in such programs. There is almost no work being done in relation to the drop-out student.

SURVEY OF PRACTICES

INTRODUCTION

The second part of the report is concerned with a survey of the placement and follow-up programs of the public junior colleges of Texas.

DISCRIPTION OF SURVEY

A questionnaire (Table 1) was sent to the Director of Student Personnel Services of the 39 public junior colleges of Texas. A self-addressed, stamped envelope was enclosed to aid in the number of returns of the questionnaire.

The questionnaire was divided into five parts. The first part consisting of 12 questions was concerned with part-time placement. The second part consisting of 20 questions was concerned with placement after graduation. The third part consisting of 10 questions is concerned with the transfer of students to senior colleges. The fourth part consisting of 8 questions is concerned with the follow-up of drop-outs. The fifth part consisting of 5 questions are some general questions. All of the questions were to be answered yes or no by an appropriate check in the appropriate column.

The first twelve questions on the questionnaire were concerned with the part-time placement program for students of the various junior colleges. The first question was concerned with whether the junior college had a program for the placement of part time work for their students. The next two questions are concerned with whether there is a program for contacting vacancies and whether these vacancies are inspected before the student is placed. Questions four and five are concerned with the fact of whether a student is counseled or is given any type of orientation before he is placed by the college.

Table 1

QUESTIONNAIRE

	yes	no
A. Part Time Placement		
1. Do you have part time work placement for your students?		
2. Do you have a program of contacting vacancies for your students?		
3. Are vacancies inspected before placement?		
4. Is the student given any type of orientation before placement?		
5. Do you counsel students about their work?		
6. Is work given to the student on the basis of scholarship?		
7. Is work given to the student on the basis of ability and fitness?		
8. Is work given to the student on the basis of need?		
9. Is work given to the student on the basis of vocational interest?		
10. Do you evaluate the efficiency of the student?		
11. Do you evaluate the effectiveness of the part time placement program?		
12. Do you use public relations in part time placement to get the support of the community for the college and for job placement?		
B. Placement After Graduation		
1. Do you have a program for contacting vacancies for your graduates?		
2. Are vacancies inspected before placement?		
3. Is the graduate given any type of orientation before placement?		
4. Do you counsel graduates after placement?		
5. Do you help the vocationally mal-adjusted?		
6. Are graduates placed on the basis of ability and fitness?		
7. Are graduates placed on the basis of interests?		
8. Are graduates placed on the basis of scholarship?		
9. Do you determine what aspects of preparation which have helped in obtaining initial job?		
10. Do you determine what additional education was needed after placement?		
11. Do you locate deficiencies in college preparation?		
12. Do you follow the job sequence of graduates?		
13. Do you follow the record of promotions of graduates?		
14. Do you determine what aspects employee's deem essential?		
15. Do you evaluate job readiness?		

Table 1-Continued

		Yes	No
16.	Do you evaluate the efficiency of the graduate after placement?		
17.	Do you use the socioeconomic background of the student in placement?		
18.	Do you evaluate the effectiveness of the placement program?		
19.	Do you use public relations in the placement of students to get the support of the community for the college and job placement?		
20.	Do you obtain student's opinion of preparation for placement?		
C.	Placement of Transfer Students		
1.	Do you determine the location of your student transfers?		
2.	Do you maintain communication with the colleges to which your students transfer?		
3.	Do you ascertain the fields of study at the transfer college.		
4.	Do you ascertain admission problems with other colleges?		
5.	Do you determine changes in the student after transfer?		
6.	Do you compare the student's performance at junior and senior colleges?		
7.	Do you determine the success of the student after transfer?		
8.	From transfer information, do you ascertain the strengths and weaknesses of your college?		
9.	Do you obtain student's opinion of preparation for senior college?		
10.	Do you determine deficiencies in preparation for senior college?		
D.	Follow up of drop-outs		
1.	Do you determine the causes of drop-out?		
2.	Do you determine the socioeconomic background of the drop-out?		
3.	Do you determine whether a student has a sense of belonging or identification with your college?		
4.	Do you ascertain what dissatisfactions the student may have had with your college?		
5.	Do you follow up drop-outs?		
6.	Do you analyze why students drop-out?		
7.	Do you obtain follow up information on part time students?		
8.	Do you follow up probation students?		
E.	General		
1.	Do you evaluate the services you perform in the placement program?		
2.	Do you evaluate the services you perform in the follow up program?		
3.	Do you maintain records on placement students?		
4.	Do you maintain records on follow-up of students?		
5.	Do you follow up in the community to determine the image of the college?		

Questions six through nine are concerned with the type of reference used on finding jobs and their placement. The last three questions in this group are concerned with the effectiveness of the placement program and its relationship to the community.

The second part of the questionnaire is concerned with the placement of students after graduation. The first two questions are concerned with whether there is a program for contacting vacancies for graduates and whether these vacancies are inspected before placement of students. Question three through five are concerned with the counseling of the student before and after placement. Questions six through eight are concerned with what criteria is used for the placement of students. Questions nine through eleven are concerned with what type of evaluation is given to the instructional program with respect to preparedness for a job. Questions twelve through sixteen are concerned with the preparedness and effectiveness of the student on the job. Questions eighteen and nineteen are concerned with the effectiveness of the program and the effect on the support of the college by the community. Question seventeen is concerned with whether the socioeconomic background has anything to do with the placement of students after graduation. The last question is concerned with whether students' opinions are used in evaluation of the total program of the junior college.

The third part of the questionnaire is concerned with placement of students into four year institutions and professional schools. The first four questions in this group are concerned with whether a follow-up is made to determine where the students transfer and whether there is any difficulty in transferring. Questions five through seven are concerned with the achievements of the transfer student at the new institution. The last three questions are concerned with the evaluation of the junior colleges program and modifications to make articulation more meaningful.

The fourth part of the questionnaire deals with a follow-up of drop out students or those students who do not finish their prescribed course of study. Although this was not indicated in the questionnaire, it is taken as the criteria for the identification of the drop-out student. Questions one through four are concerned with the reasons for drop-out. Questions five and six are concerned with whether there is a follow-up and is the follow-up used. The last two questions are concerned with whether there is a follow-up made on part time students who drop out and those students who are placed on probation.

The last part of the questionnaire is six general questions. The first two are concerned with evaluation of the placement and follow-up programs. Questions three and four are concerned with whether records are kept in the placement and follow-up programs. Question five is concerned with follow-up and the image of the college in the community. The last question is concerned with whether a questionnaire is used in the follow-up program.

FINDINGS

Of the thirty-eight public junior colleges to which the questionnaire was sent, there were 27 replies. This gave a percentage response of 71.05%. Appendix C is a talley of the responses. The responses were talleyed yes, no, and no response. The various tables which are used in describing the data are reported as percentages of responses. The percentages are based on the percentage of yes and no responses. The no response answer was not used in these calculations. Also included with the percentage of yes and no responses is a column of figures representing the ratio of the yes to no or the no to yes responses. The larger of the two was divided by the smaller of the two responses. If the sign of the ratio is positive, (+), this indicates that the yes is larger than the no ratio. If the sign is negative, (-), this indicates that the no is larger than the yes in the ratio. If the

space in the blank is vacant for the ratio of responses, this indicates the ratio was finite number divided by zero. This number is undeterment. This is only when the response is completely yes or no with no positive response. Any ratio below 2.00 was considered to be insignificant. With the 71.05% response, a cut off point had to be obtained. An arbitrary point based on the ratio of two to one was used. If the writer had a knowledge of statistics, more accurate representation of the data could have probably been given.

In the first part of the questionnaire, which was concerned with part time placement, questions 3,4, 10, and 11 fell below the 2.00 ratio of responses and therefore will not be used in the findings. All responses were yes respect to having a part time placement program for their students. Several of these indicated that the program was limited to the Work Study Program. Six out of seven had a program for contacting vacancies. Eighteen out of twenty-five had a counseling program for part time placement. It is found that placement was given to students on need. This would be indicated by the Work Study Program. The next area was on the basis of ability and fitness. Some emphasis is given on vocational interest. There is a definite negative response on placement on the basis of scholarship. There is a slight trend to use the part time placement program in helping with public relations for the college. The data for this part of the report is found in Table 2.

The second part of the questionnaire was concerned with placement after graduation, i.e., those students who went to work and did not transfer to another educational institution. Questions 1, 5, 6, 7, 8, 9, 11, 14, 15, 16, 18, 19, and 20 fell below the 2.00 ratio and are not used in the findings. The questions concerned with inspection of vacancies, orientation before placement and counseling after placement all had a negative ratio indicating that most junior colleges do feel this part of the placement function. They do not determine if the training received was adequate.

Table 2

Part Time Placement

Question	% yes	% no	ratio
1. Do you have part time placement for your students?	96.29	3.70	+26.00
2. Do you have a program for contacting vacancies for your students?	88.88	11.11	+ 8.00
3. Are vacancies inspected before placement?	42.30	57.69	- 1.36
4. Is the student given any type of orientation before placement?	55.55	44.44	+ 1.25
5. Do you counsel students about their work?	72.00	28.00	+ 2.57
6. Is work given to students on the basis ofscholarship?	16.00	84.00	- 5.25
7. Is work given to the student on the basis of ability and fitness?	80.00	20.00	+ 4.00
8. Is work given to the student on the basis ofneed?	100.00	0.00	---
9. Is work given to the student on the basis ofvocational interests?	70.37	29.63	+ 2.38
10. Do you evaluate the efficiency of the student?	36.00	64.00	- 1.78
11. Do you evaluate the effectiveness of the part time placement program?	52.00	48.00	+ 1.09
12. Do you public relations in part time placement to get the support of the community for the college and for job placement?	69.23	30.77	+ 2.25

There was a negative trend in determining if further education was needed. There was a very definite trend that the job sequence and promotion of the student was of little interest. There was a definite negative trend in using the socioeconomic background in placement. The data for this part of the report is found in Table 3.

The third part of the questionnaire was concerned with transfer to the four year college as a placement function. Questions 2 and 3 fell below the 2.00 ratio and were not used in the findings. The determination of changes in students after transfer had a slight negative relationship. The rest of the questions in the group clustered between positive 3.00 to 5.00 ratio in their relationships. This indicated a definite trend in these relationships. There is a definite trend in locating the colleges to which the students transfer, determining the admission problems at the four year college, in determining the success of the student after transfer and in comparing the performance of the student at the junior college and four year college level of work. There is a positive effort of the junior colleges in determining the strengths and weaknesses of the junior college program in determining the deficiencies in preparation for transfer to the four year college. There is also a definite trend in determining the opinion of the student in the degree of preparation for the four year college. The data for this part of the report is found in Table 4.

The fourth part of the questionnaire was concerned with the follow-up of drop outs. Questions 2, 3, 5, 7, and 8 fell below the 2.00 and were not used in the findings. There is a definite trend to determine the cause of drop outs and the dissatisfactions the students had with the junior college. There is a slight trend to analyze why students drop out. The data for this part of the report is found in Table 5.

Table 3

Placement After Graduation

Question	% yes	% no	ratio
1,Do you have a program for contacting vacancies for your graduates?	50.00	50.00	± 1.00
2. Are vacancies inspected before placement?	31.82	68.17	- 2.14
3. Is the graduate given any type of orientation before placement?	33.33	66.66	- 2.00
4. Do you counsel with graduates after plscement?	31.82	68.17	- 2.14
5. Do you help the vocationally mal-adjusted?	63.63	36.36	+ 1.75
6. Are graduates placed on the basis of ability and fitness?	57.14	42.86	+ 1.33
7. Are graduates placed on the basis of interests?	61.90	38.10	+ 1.63
8. Are graduates placed on the basis of scholarship?	47.61	52.38	- 1.10
9.Do you determin what aspects of prep-aration which helped in obtaining initial job?	54.54	45.45	+ 1.20
10. Do you determinr what additional education was needed after graduation?	33.33	66.66	- 2.00
11. Do you locate deficiencies in college preparation?	50.00	50.00	± 1.00
12. Do you follow the job sequence of graduates?	19.05	80.95	- 4.25
13. Do you follow the record of promotions of graduates?	15.00	85.00	- 5.66
14. Do you determine what aspects employer's deem essential?	54.54	45.45	+ 1.20
15. Do you evaluate job readiness?	36.36	63.63	- 1.75
16.Do you evaluate the efficiency of the graduate after placement?	38.10	61.90	- 1.63
17. Do you use the socioeconomic back-groundof the student in placement?	17.39	82.60	- 4.75
18. Do you evaluate the effectiveness of the placement program?	56.52	43.47	+ 1.30
19. Do you use public relationsin the placement of students to get the support of the community for the college and job placement?	56.52	43.47	+ 1.30
20. Do you obtain student's opinion of preparation for placement?	52.17	47.82	+ 1.09

Table 4

Placement of Transfer Students

Question	% yes	% no	ratio
1. Do you determine the location of your student transfers?	75.00	25.00	+ 3.00
2. Do you maintain communication with collegesto which your students transfer?	65.21	34.78	+ 1.88
3. Do you ascertain the fields of study at the transfer college?	58.33	41.66	+ 1.40
4. Do you ascertain admission problems with other colleges?	79.16	20.83	+ 3.80
5. Do you determine changes in students after transfer?	33.33	66.66	- 2.00
6. Do you compare the proformance of the student at junior and senior college?	75.00	25.00	+ 3.00
7. Do you determine the success of the student after transfer?	75.00	25.00	+ 3.00
8. From transfer information, do you acertain the strengths and weaknesses of your college?	83.33	16.66	+ 5.00
9. Do you obtain student's opinion of preparation for senior college?	82.60	17.39	+ 4.75
10. Do you determine deficiencies in preparation for senior college?	77.27	22.73	+ 3.40

Table 5

Follow-up of Drop-outs

Question	% yes	% no	ratio
1. Do you determine the causes of drop-outs?	81.48	18.52	+ 4.40
2. Do you determine the socioeconomic background of the drop-out?	51.85	48.14	+ 1.08
3. Do you determine whether a student has a sense of belonging or identification with your college?	50.00	50.00	± 1.00
4. Do you ascertain what dissatifactions the student may have had with your college?	75.00	25.00	+ 3.00
5. Do you follow-up drop-outs?	44.44	55.55	- 1.25
6. Do you analyze why students drop-out?	69.23	30.77	+ 2.25
7. Do you obtain follow-up information on part time students?	42.30	57.69	- 1.36
8. Do you follow-up probation students?	59.25	40.74	+ 1.45

The last part of the questionnaire was a few general questions. All of the ratio of responses fell below the 2.00 value. Therefore, none of the part of the questionnaire was used in the findings. The data for this part of the report was found in Table 6.

CONCLUSION

It was interesting to note that there were several cases where the data had a tendency to contradict itself. This could have been in the fact that there are almost as many ways of doing things as there are junior colleges. The writer wonders about the accuracy of some of the responses. Those that were above the 2.00 ratio did not contradict themselves. It was interesting to note the large number that had part time placement programs for their students. As some indicated, and it is probably the case for most colleges, the part time work program fell under the Work Study Program. This was evident when it was found that most of the part time placement was based on need and there was a corresponding negative ratio on scholarship. Although there is some part time work in the community, most of the students attending Clarendon College are on Work Study. In recent years we have given departmental scholarships based on scholarships. Over a third of our students receive some type of financial aid.

When examining Table 3 for placement after graduation, it is noted that there is no definite positive trend. The data indicates that when the student is graduated, the college feels it has fulfilled its obligation. The junior colleges do not have a definite program for helping the student find a job or other jobs. There is a definite negative trend in that the college does not follow-up the student after graduation.

When comparing data for students who go directly to work and those who transfer to a senior college, it is found that more emphasis is placed on placement and follow-up of the transfer student.

Table 6

General Information

Question	% yes	% no	ratio
1. Do you evaluate the services you perform in the placement program?	64.00	36.00	+ 1.78
2. Do you evaluate the services you perform in the follow-up program?	62.50	37.50	+ 1.66
3. Do you maintain records on the placement of students?	62.50	37.50	+ 1.66
4. Do you maintain records on the follow-up of students?	52.17	47.82	+ 1.09
5. Do you follow-up in the community to determine the image of the college?	58.33	41.66	+ 1.40
6. Do you use the questionnaire on follow-ups?	45.45	54.54	- 1.20

As indicated in the literature, the junior college tries to locate the college to which its graduates transfer and what type of admission problems they had. There is also a definite trend to determine the success of the student after transfer. Many senior colleges cooperate with junior colleges in helping to follow-up the work of the student after transfer. There is also a trend for the junior college to determine in which areas it is either strong or weak. This type of communication either with the transfer college or with the students will be most beneficial in the improvement of the junior college's whole program. The writer visits the department which he teaches at the two colleges that most of the students at Clarendon College transfer. This is the fourth year that this inter-departmental communication has been carried out. It is believed that this program of visitation is most important. It gives the junior college a chance to see what is being done at the senior college level. It gives the senior college a chance to see what the junior college's program is and to evaluate the instruction.

The only work that is being done on the drop-out is to determine what the factors are that caused drop-out to occur. There is little indication that this information is being used to aid in preventive measures.

In the last part of the questionnaire, there was no clear cut evidence that the data was of value according to the 2.00 ratio. It was interesting to note that there was higher percentage of the programs that evaluated themselves than there were those that kept records. More than half had some type of questionnaire that was used in their follow-up work. The letter that accompanied the questionnaire asked for a copy of the questionnaire if it was used in follow-up work. There were no responses made in this area.

CONCLUSION

We find that there is a close coorelation between what is found in the literature and the practices found in the public junior colleges of Texas. We find that most of the follow-up work is being done on those students that transfer to a four year college. Some work is being done on those who join the work force and almost nothing is being done on those students who drop-out. The original junior college was the under division of the four year college. It has taken many years for the junior college to grow into its own as what we call today "the community college." Not only does the community prepare students for transfer to the senior college, but today it has an expanded role in that it produces vocationally and technically trained that are in great demand in our industrial society. The community has developed a third area of great importance, that of continuing or adult education. Since the community college is assuming the expanded role, it must also provide auxillary services in these areas. Two of the areas to be served are those of placement and follow-up.

As the literature and data show, there is a shortage of what is being done in these areas and find personnel to satisfy these areas.

Therefore, the junior college should re-evaluate not only its placement and follow-up program, but its total program to see if the objectives are what they should be and whether the junior college is accomplishing these objectives.

Appendix

Apprndix Page

1. Letter Sent With Questionnaire..... 26

2. Talley of Results..... 27

CLARENDON COLLEGE

CLARENDON, TEXAS 79226

K. D. VAUGHAN, PRESIDENT
PHONE 874-3571

BERYL D. CLINTON, DEAN
PHONE 874-3552

LEONARD SELVIDGE, REGISTRAR
PHONE 874-3552

October 18, 1968

Dear Director:

Since the position of director of student personnel services for your college may fall under any number of titles, I am writing this letter to the one in charge of placement and follow-up programs at your college.

I am making a survey of the practices that are being carried on by the public junior colleges in Texas in their placement and follow-up programs. I would appreciate your filling in the enclosed questionnaire and returning it in the enclosed self-addressed envelope. I would also appreciate any comments you might like to make. The contents of the questionnaire will be handled only by me, and will be kept confidential. No attempt will be made to identify any junior college in the survey.

I would appreciate any other information about your placement and follow-up programs. If you use a questionnaire, I would appreciate receiving a copy of it.

I would like also to receive a copy of your college catalog.

In appreciation of your help, I will send you a copy of the summary of the results of the survey. Thank you.

Sincerely yours,

W L Ellerbrook

W.L. Ellerbrook

Appendix 2

Talley of Results

Question	yes	no	no response
A. 1.	26	1	0
2,	24	3	0
3.	11	15	1
4.	15	12	0
5.	18	7	2
6.	4	21	2
7.	20	5	2
8.	25	0	2
9.	19	8	0
10.	9	16	2
11.	13	12	2
12.	18	8	1

B. 1.	12	12	3
2.	7	15	5
3.	7	14	6
4.	7	15	5
5.	14	8	5
6.	12	9	6
7.	13	8	6
8.	10	11	6
9.	12	10	5
10.	7	14	6
11.	11	11	5
12.	4	17	6
13.	3	17	7
14.	12	10	5
15.	8	14	5
16.	8	13	6
17.	14	19	4
18.	13	10	4
19.	13	10	4
20.	12	11	4

C. 1.	15	5	7
2.	15	8	4
3.	14	10	3
4.	19	6	2
5.	7	14	6
6.	18	6	3
7.	18	6	3
8.	20	4	3
9.	19	4	4
10.	17	5	5
D. 1.	22	5	0
2.	14	13	0
3.	13	13	1
4.	18	6	3
5.	12	15	0
6.	18	8	1
7.	11	15	1
8.	16	11	0
E. 1.	16	9	2
2.	15	9	3
3.	15	9	3
4.	12	11	4
5.	14	10	3
6.	10	12	5

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